

UNIVERSITY OF CENTRAL FLORIDA  
College of Education and Human Performance

***“Teaching is the profession that teaches all other professions.” (Anon)***

**Descriptive Information**

**School:** School of Teaching, Learning, and Leadership  
**Course Title:** Teaching Strategies and Classroom Management  
**Course Number:** EDG 4410, Section 10  
**Course Wiki:** <http://edg4410drkarenverklerfall2016.wikispaces.com>  
**Course Credit:** 3.0  
**Prerequisites:** EDF 2005, Introduction to Education; EDF 2085, Teaching Diverse Populations; EME 2040 Technology for Educators  
**Intended Audience:** Junior standing or CI (Consent of the Instructor)  
**Semester:** Fall 2016  
**Instructor:** Dr. Verkler  
**Class Hours:** Thursday, 1:30 - 4:20 p.m.  
**Class Location:** Teaching Academy Room 221  
**Office Number:** ED 220L  
E-mail address: ProfessorVerkler@aol.com  
**Office Hours:** Wednesday, 9:00-10:00 a.m., 1:30-4:30 p.m.  
Thursday, 9:00–10:00 a.m.

**Catalog Description:** Students will explore instructional, organizational, and classroom management strategies to create effective learning environments. There is a 15-hour service-learning requirement. There is a fingerprinting requirement in various counties.

**Statement of Course Goals and Objectives**

**New Florida Educator Accomplished Practices (FEAP) – Adopted 2011**

Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

The following FEAPs are addressed by the objectives of EDG 4410:

**A. Quality of Instruction**

**1. Instructional Design and Lesson Planning**

- Aligns instruction with state-adopted standards at the appropriate level of rigor FEAP 2.a.1.a.
- Designs instruction for students to achieve mastery FEAP 2.a.1.c
- Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies FEAP 2.a.1.f.

**2. The Learning Environment**

- Organizes, allocates, and manages the resources of time, space, and attention 2.a.2.a
- Manages individual and class behaviors through a well-planned management system FEAP 2.a.2.b.
- Conveys high expectations to all students FEAP 2.a.2.c.
- Respects students' cultural linguistic and family background FEAP 2.a.2.d.
- Models clear, acceptable oral and written communication skills FEAP 2.a.2.e.
- Maintains a climate of openness, inquiry, fairness and support FEAP 2.a.2.f.
- Adapt the learning environment to accommodate the differing needs and diversity of students FEAP 2.a.2.h.

- Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals FEAP 2.a.2.i.

### **3. Instructional Delivery and Facilitation**

- Delivers engaging and challenging lessons FEAP 2.a.3.a.
- Relate and integrate the subject matter with other disciplines and life experiences FEAP 2.a.3.e.
- Employ higher-order questioning techniques FEAP 2.a.3.f.
- Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding FEAP 2.a.3.g.

## **B. Continuous Improvement, Responsibility and Ethics**

### **1. Continuous Professional Improvement**

- Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement FEAP 2.b.1.d.
- Engages in targeted *professional* growth opportunities and reflective practices FEAP 2.b.1.e.

### **2. Professional Responsibility and Ethical Conduct**

- Adheres to the Code of Ethics and the principles of Professional Conduct of the Education Profession of Florida and fulfills the expected obligations to students, the public and the education profession FEAP 2.b.2

KEY: FEAP/PEC = Florida Educator Accomplished Practices/ Professional Education Competencies

ESOL = English for Speakers of Other Languages

NGSSS = Next Generation Sunshine State Standards

FS= Florida Standards

CEC = Council for Exceptional Children

Course objectives: The student will:

- Recognize, select, write, and classify behavioral objectives using cognitive, affective, and psychomotor taxonomies and the Next Generation Sunshine State Standards/Florida Standards. FEAP 2.a.1.a./PEC 1.6; applicable NGSSS and FS;
- Develop differentiated instructional plans that meet the needs of diverse learners. FEAP 2.a.1.f./PEC 1.3, 1.4, 7.2, 8.2; applicable NGSSS and CCSS, ESOL 3.2.a., 3.2.j., 4.1.c., 4.2.a.; CEC 1.2, 2.1, 2.2, 4.4, 5.6
- Develop a repertoire of teaching strategies for diverse populations. FEAP 2.a.1.f./PEC 1.3, 1.4, 7.2; applicable NGSSS and CCSS, ESOL 4.1.c., 3.2.j.; CEC 1.2, 2.1, 2.2
- Select and use a variety of curriculum materials that are appropriate to objectives and plans chosen. FEAP 2.a.3.g./PEC 1.2, 3.7; applicable NGSSS and FS; CEC 5.2
- Select and effectively use a wide variety of question types. FEAP 2.a.3.f, 2.a.2.e/PEC 2.5, 3.6; applicable NGSSS and CCSS; CEC 5.7.
- Demonstrate two different types of teaching strategies in a microteaching setting. FEAP 2.a.3.a., 2.a.3.f, 2.a.3.g; PEC 3.1, 3.6, 3.7, 3.10; applicable NGSSS and Florida Standards; ESOL 3.2.a., 3.2.j., 3.2.k., 4.1.c., 4.2.a.
- Select and use verbal and non-verbal communication effectively. FEAP 2.a.2.e/PEC 2.5
- Choose effective reinforcement techniques. FEAP 2.a.2.b/PEC 2.2
- Structure the classroom effectively. FEAP 2.a.2.a, 2.a.2.h/PEC 2.1; CEC 1.2, 2.1 2.2
- Know and use a variety of classroom management techniques. FEAP 2.a.2.b /PEC 2.2
- Compare and contrast management discipline systems and create a system for a classroom. FEAP 2.a.2.b/PEC 2.2; CEC 2.2
- Establish a set of classroom routines and procedures for utilization of materials and movement of students. FEAP 2.a.2.b/PEC 2.2

- Demonstrate knowledge of methods for establishing a safe classroom community and preventing problem behavior, in keeping with the state code of ethics and the principles of professional conduct FEAP 2.a.2.f /PEC 2.6; CEC 2.1
- Participate in field experiences appropriate for major area of specialization and reflect on the teaching strategies, classroom climate, and behavior management plans in operation in these field experiences. FEAP 2.a.2.e,2.a.2.f,2.a.3.a,/PEC 3.1; applicable NGSSS and FS

### Required Texts and Readings

**Textbook:** Faber, A., & Mazlish, E. (1995). *How to Talk So Kids Can Learn at Home and in School*. New York: Fireside.

### **Wiki for course materials and current information:**

<http://edg4410drkarenverklerfall2016.wikispaces.com>

**Supplementary Materials:** Flash drive; LiveText at the UCF Bookstore or [livetext.com](http://livetext.com).  
(Livetext is for **EDUCATION MAJORS** only.)

### Course Expectations - Professionalism/Participation

#### **Your Attendance**

You are being prepared to enter and succeed in the teaching profession. As such, you are expected to possess and exhibit those personal attributes deemed essential to success as a professional educator. These attributes include reflective decision-making, professional commitment, strong interpersonal and communication skills (written and oral), an appropriate classroom personality, mature emotional makeup, and academic integrity. Students demonstrating inappropriate behavior may be subject to fitness-to-teach evaluations and resultant removal from the College.

Students are expected to attend all class and field experience sessions and are accountable for all materials covered. Class attendance and participation are critical for your learning experience. Professionalism and respect are integral to the teaching profession, and consequently, to this class.

Your attendance in class is necessary for the successful functioning of our class. If you have to miss class because of illness, seminar obligation, etc., you are required to notify the instructor as soon as possible and provide documentation to substantiate your excuse. **Absences and/or consistent tardiness/leaving class early will result in the lowering of your final grade by one letter grade.**

In addition to the above professionalism and participation, please remember you are accountable and responsible for addressing the FEAP's (Florida Educator Accomplished Practices) during your *entire* program at UCF. Addressing an FEAP in another class does not exempt you from maintaining and upholding the quality standards for which the university stands. **You are expected at all times to be accountable and responsible.** Within the College of Education and Human Performance, violations of the FEAP's may result in written documentation of the Professional Code of Conduct.

#### **Ethics and the UCF Golden Rule**

According to UCF Golden Rule (<http://www.ucf.edu/goldenrule>) guidelines, academic dishonesty/cheating, including plagiarism, which is a violation of student academic behavior standards, is subject to academic and/or disciplinary action. Within the College of Education and Human Performance, violations of this nature may also result in fitness-to-teach evaluations and removal from the College. It is HIGHLY recommended that students visit [plagiarism.org](http://plagiarism.org) to verse themselves in the numerous forms of plagiarism. **Lack of familiarity with the different forms of plagiarism is not an excuse for plagiarizing.**

## Harassment and Bullying

Title IX makes it clear that violence and harassment based on gender that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at [shield.ucf.edu](http://shield.ucf.edu). Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties.

## Accessibility and Universal Design

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please contact me to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SDS (Ferrell Commons 185; 407-823-2371; [sds@ucf.edu](mailto:sds@ucf.edu)) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design and instructional concerns, but it is always best if we can talk about any known special needs during the first two weeks of the semester.

## Technology Statement

You will be expected to have daily access to the internet and email, since I will be emailing you frequently about assignment updates, additions and changes. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications. Any technical problems such as internet access, inability to upload assignments correctly, or completing quizzes or tests within the specified time allotment are the student's responsibility and will not constitute an acceptable excuse. Please anticipate technological problems and allow yourself enough time to get the help you need to solve problems before the due date and time.

**Technical/computer problems are not an acceptable excuse for a late assignment. Do not wait until the due date to print out your assignment.**

## Online Protocols

Students are expected to conduct themselves in all online forums with integrity and respect for themselves and others. **Discussion comments and emails to the professor should reflect a professional and cordial attitude and tone.** If there is a concern or disagreement, it should be stated in a professional way. Sarcasm and attempted humor typically do not translate well into email or discussion comments and can be easily misinterpreted. Edit your emails and comments before sending. **Emails to the professor should be written in Standard English and include a salutation (Dear Dr. \_\_\_\_)** and a closing and signature (Thank you, A. Student) because I will not always be able to deduce a student name from only an email address.

Beginning now in their university classes, teacher candidates should email, text, and post online comments in a professional way. Refrain from any use of profanity, crude or sexual inferences, or any other type of vulgar or derogatory language, even in abbreviated form. Failure to comply with these protocols will result in a lowered grade and a Student Concerns Form submission.

## Communication and Diversity Statement

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. Discussions in this course may deal with controversial and emotional issues. Participants will be

directed to engage in both active listening and speaking in productive ways. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please exercise self-control, respect your fellow students' opinions, and refrain from personal attacks or demeaning comments of any kind.

### **University Writing Center**

Colbourn 105

Satellite Locations: Main Library, Rosen Library & Online

407-823-2197

<http://uwc.ucf.edu/>

The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

### **Additional Course Expectations**

1. Use of cell phones (talking and texting) during class is disrespectful, distracting, and unprofessional. While class is in session, cell phones are to be **TURNED OFF AND PUT AWAY**. Using cell phones during class communicates to the instructor and your peers that you feel as though you have better things to do than to listen to and learn from your instructor and your peers. Students wanting to use their phones must do so during break or outside of the classroom.
2. Use of profanity and foul inappropriate language is disrespectful, offensive, and unprofessional.
3. Class notes, documents, rubrics, resources, announcements, and other supplementary materials are available at the course wiki at <http://edg4410drkarenverklerfall2016.wikispaces.com>. Where specified, students are to download and/or print out documents from files on the course wiki. **It is your responsibility to check the wiki AND your email before class each week to ensure you are ready with the appropriate materials for class.**
4. Communication between the instructor and students will be via email (ProfessorVerkler@aol.com) and the course wiki. **It is your responsibility to check your email and the course wiki on a regular basis.** Your lack of following through on this responsibility is not a valid excuse for not fulfilling course assignments.
5. Students should come to class prepared to make relevant contributions to class discussions and activities based on assigned readings.
6. **Assignments are due at the beginning of class on the date indicated in the syllabus. Grades will be lowered 20% (of total points possible) for assignments turned in late. Assignments late more than one week past the due deadline will not be accepted. Checking for understanding activities will not be accepted late.** If you are absent, it is your responsibility to get any missed work and turn in any assignments that are due. An absence **DOES NOT** change the assignment's due date.

7. Most of the assignments are to be submitted with a rubric. This syllabus clearly indicates which assignments are to be accompanied by a rubric. The rubric is vital for the instructor's evaluation of your assignment. The rubrics are found on the course wiki. **Grades for assignments turned in without the rubric will be lowered 20% (of total points possible).**
8. Your preparedness reflects your degree of professionalism. **As such, your assignments are to be submitted with all components stapled together. The rubric with your name and any other required information on it is to be STAPLED to the front of your assignment.** Work submitted should look professional; it should not look as though it was thrown together with little thought. **Dog-eared and unstapled work will be returned and the grade will be lowered 20% of total points possible.** The instructor will not have a stapler.
9. All assignments must have your name on them. Assignments lacking your name will be returned.
10. **All assignments must be word processed (typed).** In addition, all assignments are to be submitted free of spelling, grammatical, and typographical errors. **Make sure to proof any submitted work or have someone else proof your work before you turn it in.** As mentioned previously, the University Writing Center is also available for student assistance in writing, proofing, and editing. Their Web site is <http://www.uwc.ucf.edu>.
11. Work is expected to be thoughtful, reflective, and of high quality in terms of both content and presentation. Work that does not meet the established criteria will be noted and will not earn full credit.

### Academic Course Requirements

1. **EDG 4410 Teaching Strategies and Classroom Management Signature Page.** Faculty are required to document students' activity at the beginning of each course. In order to document that you began this course, you are to complete the EDG 4410 Teaching Strategies and Classroom Management Signature Page by the end of the first week of classes, or as soon as possible after adding the course, but no later than August 26<sup>th</sup>. Failure to do so may result in a delay in the disbursement of your financial aid. Students are to read the course syllabus and the home page of the course wiki to become familiar with the course expectations and assignments. The EDG 4410 Teaching Strategies and Classroom Management Signature Page is to be downloaded, printed out, and completed. Completion of this assignment indicates that students have read and understand all syllabus and course wiki home page content.
2. **Junior Achievement Training.** All students will attend one of the training sessions listed below. This course has a required 15-hour in-school experience. During this placement, you will be teaching 5-6 life skills/economics education lessons. To prepare for this experience each student must attend a training session outside of class time. Select one of the following training sessions:

UCF's Orlando campus – Morgridge International Reading Center

- Tuesday, September 13, 2016 from 10:30-1:20 or
- Wednesday, September 14, 2016 from 10:30-1:20

3. **Service-Learning (FEAP 2.a.2.e,2.a.2.f,2.a.3.a,/PEC 3.1; applicable NGSSS and CCSS)**

EDG 4410 is a UCF sanctioned service-learning class. ***Students with criminal arrest records must see the instructor immediately to discuss how their history may impact their ability to complete this course and to eventually become a teacher.*** Students enrolled in other EDG or EDF courses requiring a field experience may NOT use the same hours for both experiences.

As mentioned previously, all students will participate in 15 hours of volunteer work in a school setting. Five of the hours will involve teaching five Junior Achievement lessons. The remainder of the hours may be spent with the Junior Achievement teacher or with another teacher. If students opt to complete the remaining hours with another teacher, they will have to make their own arrangements for that placement.

The remaining hours of the field experience will address a need in the community, support the course objectives, involve a connection between the campus and the community, and involve structured student reflection. Students will spend time reflecting on their service-learning experiences through ongoing structured classroom discussions related to each course topic and a meta-reflective project. The "grade" for the service-learning requirement will come from the tangible class-related project and discussions, rather than simply from completion of the 15-hour minimum requirement.

Service-learning experiences can assume many different forms. To meet the objectives of the course, our activities will address the following needs of our educational communities:

- Need for special assistance for students in schools, especially high risk
- Shortage of teachers
- Classroom management/proximity control by adults
- Role models/mentors from diverse ethnic, linguistic, and socioeconomic backgrounds
- Increased civic knowledge and awareness via Junior Achievement lessons
- Working with ESOL students – This is highly recommended for students in the areas of early childhood education, exceptional education, elementary education, and English Language Arts.

Students and classroom teachers must complete a **UCF Service-Learning Contract** (on the course wiki) listing the activities planned for this experience. No student will be expected to work on a project to which she or he has significant religious, political, or moral objections. It is the student's responsibility to let the instructor know about such objections. Teachers will complete a **UCF Service-Learning Evaluation** giving feedback to the UCF student and documenting the hours completed. This document is also on the course wiki. Both the contract and evaluation forms are to be submitted to the course instructor.

4. **Résumé.** Students will prepare a teaching résumé. There is no rubric for this assignment.
5. **Checking for Understanding Activities.** These activities are short exercises to help you process out-of-class information prior to coming to class. Although the exercises require a variety of actions on your part, **ALL of them are to be typed and submitted for a grade. They are due at the beginning of class; they will NOT be accepted late.** Each Checking for Understanding Activity is worth 5 points; 5 points will be earned by fully addressing the topic. Points will be deducted for cursory or haphazard responses or responses that don't truly address the topic. There is no rubric for these activities.
6. **Curriculum Materials Center (CMC) Orientation.** Students will complete an orientation to the Curriculum Materials Center (CMC) that introduces the services and collections of the CMC. The CMC orientation consists of an overview of the CMC, the production lab, using the catalog to find items in the CMC, and the collection. Students will visit the CMC to complete the orientation worksheet.

7. **Microteaching and Professional Development Plan (FEAP A.1.a., A.1.f., A.2.e., A.2.h., B.1.d; PEC 3.1, 3.6, 3.7, 3.10; ESOL 3.2.a., 3.2.j., 3.2.k., 4.1.c, 4.2.a., CEC 1.2, 2.2)** Students will participate in two microteach experiences, which will be recorded during the class.
- Microteach I is a direct teach with a poster. Students will complete a Direct Teach Microteach Self-Reflection assessing the instructional design and lesson planning, the learning environment, and the instructional delivery and facilitation. **Education majors** will upload the Microteach I lesson plan and Direct Teach Microteach Self-Reflection to their LiveText professional portfolio. **This assignment must be uploaded to Livetext by the specified deadline. Failure to meet the uploading deadline will result in losing half of the points of the total assignment.**
  - Microteach II is an indirect teach. This lesson will incorporate teaching strategies, instructional materials, questioning skills, and modifications made for special needs and culturally and linguistically diverse students. Students will view their performance and write a deliberate practice plan for addressing a problematic area.
- Unprofessional behavior (e.g., lacking instructional materials, dressing inappropriately, arriving late to class, etc.) will result in a loss of 5 points from the assignment affiliated with each microteach (i.e., the Microteach I Lesson Plan for Microteach I and the Deliberate Practice Plan for Microteach II).**
8. **Exams/Assessments.** The exam/assessment options include tests, presentations, reflections, essays, etc. addressing concepts from lectures, video presentations, websites, checking for understanding activities, class activities, discussions, assignments, guest speakers, and the assigned readings.
9. **ESOL Module (ESOL 3.2.a., 3.2.j., 3.2.k., 4.1.c., 4.2.a.; PEC 7.2, 8.2)** All students will complete the EDG 4410 ESOL (English for Speakers of Other Languages) Module. The ESOL module can be found at the following address: <http://education.ucf.edu/stll/edg4410New.cfm> When the assignment is returned with instructor feedback, **elementary education, exceptional education, and secondary English language arts education majors** will need to include it in their TESOL notebook. For comprehensive information about the TESOL Notebook, visit the following website: <http://connect.rc.ucf.edu/p97824934>.
10. **Communication with Families: Letter, Newsletter, or Syllabus (FEAP A.2.e., A.2.f., A.2.b./PEC 2.5, CEC 2.1)** Students will compose a communication to the families of their future students. This assignment will take the form of a letter, newsletter, or syllabus. The communication should explain how the teacher will build a climate for learning, including class rules and his/her classroom management plan. It should also include the items listed on the corresponding rubric. This assignment is to be submitted with the appropriate rubric. Secondary majors will create a syllabus. Elementary majors will write a letter or newsletter. K-12 majors, depending on the grade level they wish to eventually teach, will create a syllabus, newsletter, or letter. **This assignment must be uploaded (without the rubric) to the Letter/Newsletter section of Livetext by the specified deadline. Failure to meet the uploading deadline will result in losing half of the points of the total assignment.**
11. **Universal Design for Learning Module (CEC 1.2, 2.1, 2.2, 4.4, 5.2, 5.6, 5.7)** Students will complete the UDL module in Webcourses and submit an audio recording and upload a formative assessment using SeeSaw.me to document their understanding of Universal Design for Learning. Students will participate in a group activity making accommodations to lesson plans for students with a variety of disabilities including visual impairment, hearing impairment, orthopedic impairment, intellectual disability and autism.



12. **LiveText Requirement (FEAP 2.a.1.a., 2.a.1.f./PEC 2, 10) EDUCATION MAJORS** will begin their LiveText Requirement, which is a graduation requirement for the College of Education and Human Performance. **At the beginning of the semester, students should go to the Curriculum Materials Center (CMC) for assistance in uploading required documents to LiveText.** Students will need to bring their LiveText registration number. For additional Livetext assistance, students can also access <http://education.ucf.edu/livetext/students.cfm>.

The following FEAPs (and corresponding assignments) will be addressed in this class. **The assignments\* must be uploaded to LiveText by the specified deadline. Failure to meet this deadline will result in losing half of the total points of the assignment.**

FEAP	Assignment
Instructional design and planning	Microteach I Lesson Plan and Direct Teach Microteach Self-Reflection
Models clear, acceptable oral and written communication skills	Communication with Families: Lettter, Newsletter, or Syllabus

\*A clean copy of each assignment (without rubrics) is to be uploaded.

13. **Final Class Project: Classroom Management (FEAP/PEC 2, 9, 11).** Students will be given their choice of final class project. They can either: (1) individually create a service learning artifact (PowerPoint, Prezi, or Glog, or some other multimedia presentation) and do an oral presentation that focuses on various aspects of classroom management in the service-learning classroom OR (2) individually or in groups share in a workshop format with the entire class a classroom management strategy by demonstration and handouts. (See the detailed descriptions on a subsequent page of this syllabus.)
14. **Attendance at Professional Development Events. (FEAP B.1.a.).** As teacher candidates and professionals, you will be expected to regularly engage in professional development. UCF has numerous professional development opportunities, such as:

**TeachLive™ Lessons** Once a problematic behavioral indicator is identified within their second microteach, students in pairs will take turns as coach and teacher within the TeachLive™ venue. As a “teacher,” the EDG 4410 student will practice teaching the TeachLive™ avatars, focusing on his/her problem area. In the role of “coach,” a second EDG 4410 student will observe the “teacher” for any improvements in the problem area and provide feedback, utilizing Jim Knight’s *Instructional Coaching* components. The students will then swap roles. Evidence of completion will be a TeachLive™ certificate of completion and feedback sheet, completed by the “coach.”

**KnightEDTalks (formally HAPPY Hour)** KnightEDTalks is an opportunity for professional development for UCF’s teacher candidates. KnightEDTalks consists of monthly workshops conducted by College of Education and Human Performance educators and PreK-12 educators in areas of interest to our students as teacher candidates. The workshops are free and require no pre-registration. Students simply show up, learn, have fun, and leave with many resources. The workshop schedule can be found on the website at <http://education.ucf.edu/happyhour/> Students are encouraged to attend the workshops to enhance their credentials as educators. The workshops attended can be added to the “Professional Development” section of the students’ ever-growing professional resumes.

**Other Professional Events – Seminars, professional workshops and/or conferences in your field, etc.** Check with me for suitability.

In lieu of taking each exam, students may attend at least two professional development workshops (FYI, there are professional development workshops other than KnightEDTalks workshops). Students are to write a reflection for each workshop and submit to the instructor a workshop handout (or certificate of attendance with your name on it, if no handouts are disseminated) and reflection for each workshop.

The reflection must consist of what the student learned and how the student might apply what he/she learned to his/her own future classroom. A reflection is NOT a narrative of what the presenter did and/or said. In a reflection, students demonstrate that they have gleaned something meaningful from the presentation and have given critical thought regarding how they might be able to use/implement what they learned in their future classroom/career. To assist in the composition of their reflections, students may use the following prompts (<http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Assessment/content/ReflectiveWriting.pdf>):

- **Body:** State what you expected or anticipated about the experience. What did you actually experience, feel, observe, etc.? Be specific. Use “I” statements. Include all features or elements that would allow an outsider to “see as you see” whatever you experienced. Analysis deals with reasons, motives, and interpretation during the event or experience. How is the evidence meaningful or how does it contribute to your understanding of course content or the teaching profession?
- **Closure:** State how the experience has impacted you. How will this impact you in the future?

In lieu of taking Exam 2 in this course, students may attend at least two professional development workshops after the date for which Exam 1 is scheduled.

**In order to be counted toward exemption from each exam, the workshop reflection and accompanying handout must be submitted within two weeks of having attended the workshop. If completing a TeachLivE™ lesson, the certificate of participation and feedback sheet must be submitted within two weeks of having completed the lesson. In addition, the workshop and lesson documents must be submitted by the specified deadlines. See the tentative class schedule in this syllabus for deadlines.**

## FINAL PROJECT OPTIONS

You have a choice of final project. Described below are the two options. I will describe them in further detail as we progress through the semester. Time limit for each person is 5-10 minutes.

**Option One** – This option is to be completed and shared individually.

You will complete a PowerPoint, Prezi, Glog, or other digital artifact of your service learning and/or Junior Achievement experiences. The criteria for this option are specified on the rubric on the course wiki. You will address ALL criteria specified on the rubric.

I will split up the class into four groups (not necessarily your microteach groups) and each group will go into one of the four microteach rooms. Each person choosing Option One will share their artifact with their group during a 5-10-minute presentation (refer to the rubric about what needs to be discussed during your presentation).

After your presentation, you will leave the microteach room and your peers will evaluate you on your artifact and presentation. They will indicate their evaluation on your rubric, which will then be turned in to me. I will have the final say regarding the grade you earn.

This process will continue until all Option One students have shared their artifacts.

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**Option Two** – This option can be done either individually or in groups (as many as three people can be in a group.) Do NOT present with others if your topic is so simple to explain that an additional person is not warranted. Time limit for each person is 5-10 minutes.

This option gives you a SMALL taste of the steps that KnightEDTalks Student Showcase student presenters experience on the way to and through presenting at the Showcase. The criteria for this option are specified on the three-page rubric entitled “FINAL PROJECT: Classroom Management Handout and Presentation RUBRIC” on the course wiki. Since there are several different steps to presenting a presentation/workshop, there are several different parts to this assignment. By the way, you will NOT actually be submitting a proposal to present at the KnightEDTalks Student Showcase. However, for those of you who think you might like to do so in the future, this is a great way to get a taste of what the presenters have to do.

Your presentation MUST be about classroom management strategies and must be interactive. You can share things you research, things you learned in any of the KnightEDTalks Student Showcase presentations and/or KnightEDTalks workshops, any of your classes, service learning and Junior Achievement experiences, etc. Remember, teaching can include borrowing ideas that have worked for others. Make sure you give proper credit for others’ ideas/activities, etc.

- You will fill out the Presentation Proposal Form in your course syllabus. You will not submit the form electronically.
- You will create a handout for class distribution. (The handout does not have to be in color.)
- You will then present your presentation to our entire class. Refer to Presentation part (Part C) of the rubric.

Your evaluation will be conducted by me.

## Course Evaluation

Assignment	Date Due	Points Worth	Points Earned
EDG 4410 Signature Page	August 25	5	
Résumé	September 1	20	
Checking for Understanding – PLC's	September 1	5	
Checking for Understanding – Learning Objectives	September 8	5	
Checking for Understanding – Direct Teach	September 15	5	
Rough draft of Microteach I Lesson Plan and scale	September 22	--	
CMC Orientation Worksheet	September 22	10	
Microteach I Lesson Plan -with template/rubric and scale <b>ALSO SUBMIT LESSON PLAN ELECTRONICALLY.</b>	September 29	40 (Unprofessional behavior will result in a five-point deduction.)	
<b>EDUCATION MAJORS ONLY:</b> Upload clean copy of Microteach I Lesson Plan (without rubric), Scale, and Direct Teach Microteach Self-Reflection to Livetext.	October 6	If Livetext deadline is not met, then ½ of total points of the assignment will be deducted.	
Checking for Understanding – Levels of Questions	October 6	5	
Checking for Understanding – Indirect Teach	October 13	5	
Universal Design for Learning Module: • Audio recording, What is UCL? • Graphic organizer in SeeSaw.me • Lesson plan accommodations	October 13	5 10 5	
Two workshop reflections/artifacts <b>OR</b> Exam One • Last day to submit reflections and artifacts to be exempt from Exam One: 10/14/16	Exam One: October 20	25	
Checking for Understanding - ESOL Module (Microteach I Lesson Plan with ESOL Accommodations)	October 20	5	
Microteach II: Indirect Teach Implementation	October 27	--	
Service Learning Contract	October 27	10	
Deliberate Practice Plan -with rubric and Microteach II Lesson Plan	November 3	25 ((Unprofessional behavior will result in a five-point deduction.)	
Checking for Understanding – Rules	November 3	5	
Letter, Newsletter, OR Syllabus with rubric	November 10	20	
<b>EDUCATION MAJORS ONLY:</b> Upload clean copy of Letter, Newsletter, or Syllabus (without rubric) to Livetext.	November 10	If Livetext deadline is not met, then ½ of total points of the assignment will be deducted.	
Checking for Understanding – Checking for Understanding Strategy	November 10	5	
Checking for Understanding–Classroom Environment	November 17	5	
Final Project -with rubric	November 17 December 1	40	
Checking for Understanding – Classroom Procedures	December 1	5	
Service Learning Evaluation	December 1	10	
Two workshop reflections/artifacts <b>OR</b> Exam Two • Last day to submit reflections and artifacts to be exempt from Exam Two: 12/2/16	Exam Two: December 8	25	
<b>TOTAL POINTS</b>		<b>300</b>	

The grading system, which will not include plusses or minuses, is as follows:

A = 279-300 points    B = 255-278 points    C = 225-254 points    D = 207-224 points    F = Below 207 points

## Tentative Class Schedule

**Check our course wiki at <http://edg4410drkarenverklerfall2016.wikispaces.com> AND your email REGULARLY and OFTEN for class materials, announcements, and the most current information!**

<u>Date</u>	<u>Agenda</u>
August 25	<b>EDG 4410 Teaching Strategies and Classroom Management Signature Page</b> Introductions and organization of course; Professionalism and fitness to teach
September 1	<b>Résumé is due.</b> <b>Checking for Understanding Activity: PLC's</b> Discussion of and formation of PLC's (Professional Learning Communities) Marzano Teacher Evaluation Model; Student progress tracking folders Junior Achievement: Placement and training date selection
September 8	<b>Checking for Understanding Activity: Learning Objectives</b> Marzano and Writing Scales Domains of learning; Bloom's Taxonomy of Educational Objectives Writing Instructional Objectives
September 15	<b>Checking for Understanding Activity: Direct Teach</b> Direct Teaching; Unit and Lesson Planning Writing a Direct Teach Lesson Plan; Essential Questions Groupwork: Brainstorming topics for a lesson; familiarizing yourself with the Next Generation Sunshine State Standards and/or Common Core Curriculum.
September 22	<b>Rough draft of Microteach I Lesson Plan is due for peer editing.</b> <b>Scale for your Microteach I Lesson</b> Swap Microteach I lesson plans: Microteach I procedures Writing scales for Microteach I lessons Field Trip: Curriculum Materials Center (CMC) Orientation <b>The CMC Orientation Worksheet is due at the end of class.</b>
September 29	<b>Microteach I Direct Teach</b> <b>Microteach I Lesson Plan, scale, and rubric are due in hard copy. ALSO</b> <b>SUBMIT YOUR MICROTEACH I LESSON PLAN ELECTRONICALLY AS AN</b> <b>ATTACHMENT TO ProfessorVerkler@aol.com.</b> Save your microteach I lesson plan as "Microteach I – Your Last Name."
October 6	<b>Direct Microteach Self Reflection</b> <b>Checking for Understanding Activity: Levels of Questions</b> <b>EDUCATION MAJORS: Upload clean copy of Microteach I Lesson Plan</b> <b>(without the rubric) and Direct Teach Microteach Self-Reflection to Livetext.</b> Questioning Strategies; Microteach II lesson plan

October 13	<b>Checking for Understanding Activity: Indirect Teach Universal Design for Learning Module</b> Indirect teaching demonstration Indirect teaching strategies Microteach II Procedures Deliberate Practice Plan (Professional Development Plan)
5:00 p.m. on Friday, October 14, 2016	<b>Deadline by which to turn in professional development workshop reflections and artifacts in order to be exempt from taking Exam 1.</b>
October 20	<b>Exam 1</b> <b>Checking for Understanding Activity: ESOL (Microteach I Lesson Plan with ESOL revisions)</b> Orange Juice Simulation – ESOL Strategies Meeting Edith, Edgar, and Tasir, Virtual EL Students
October 27	<b>Microteach II: Indirect Teach implementation</b> <b>Service learning contract is due.</b>
November 3	<b>Deliberate Practice Plan and Rubric are due.</b> <b>Checking for Understanding Activity: Rules</b> Guest speaker: Building a climate for learning Collaborative work on writing a letter, newsletter, or syllabus.
November 10	<b>Checking for Understanding Activity: Checking for Understanding Strategy Letter/Newsletter/Syllabus and Rubric are due.</b> <b>EDUCATION MAJORS: Upload a clean copy of the Letter/Newsletter/Syllabus (without the rubric) to LiveText.</b> Read: <i>How to Talk So Kids Can Learn at Home and in School</i> Classroom Management Style
November 17	<b>Final Projects: Classroom Management Presentations.</b> <b>Checking for Understanding – Classroom Environment</b>
November 24	Happy Thanksgiving!
December 1	<b>Service Learning Evaluation is due.</b> <b>Final Projects: Classroom Management Presentations.</b> <b>Checking for Understanding – Classroom Procedures</b>
5:00 p.m. on Friday, December 2, 2016	<b>Deadline by which to turn in professional development workshop reflections and artifacts in order to be exempt from taking Exam 2.</b>
December 8	<b>Exam 2</b> Summative Activities; Reflection on Course Content and Student Learning

## Student Information Sheet

Name \_\_\_\_\_ Course \_\_\_\_\_

Student PID \_\_\_\_\_ Section \_\_\_\_\_

Address \_\_\_\_\_ Phone(s) \_\_\_\_\_

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E-mail Address \_\_\_\_\_

Major \_\_\_\_\_

Minor (if applicable) \_\_\_\_\_

Year in College (Jr., Sr., etc.) \_\_\_\_\_

Please state future personal and/or educational/vocational goals.

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Please list your hobbies/interests.

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\_\_\_\_\_

Please indicate what you hope to gain from this class.

\_\_\_\_\_

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Please tell me why you want to become a teacher. (You may continue your response on the back of this page.)